
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 2016

2 hours 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

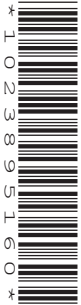
An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers.

You are reminded of the need for good English and clear presentation in your answers.

All questions in this paper carry equal marks.



This document consists of **7** printed pages, **1** blank page and **1** insert.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a television interview that Piers Morgan (PM) conducted with Usain Bolt (UB) in 2012. Usain Bolt is an athlete who won three gold medals at the London Olympics in 2012.

Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

- PM:** if i sound like a dolt and if i sound a little excited usain (.) its because YOU'RE my hero (1) so how does that make you feel ↗
- UB:** [*smiles*] i (.) i feel GOOD (1) i feel good
- PM:** how many people do you meet on a daily basis that go (.) you are my hero
- UB:** a LOT (.) a lot of people (2) especially when i travel (1) i get (.) i get a lot of that (1) so its cool 5
- PM:** when i was young there was something about (1) i remember my first olympics (.) i really noticed was when valeriy borzov (.) on the one hundred metres (.) the russian (1) and from that moment (.) there are lots of great events at the olympics (1) but for me the hundred metre dash is the GREATEST test of a man 10
- UB:** [*smiles*] its true
- PM:** how do you feel (1) when you get down on those blocks and youre about to explode (.) what actually goes through the golden bolts mind ↗
- UB:** you (.) all you try to do is just relax really (1) for me its always just trying to compose myself (.) try to NOT think about anything (1) because as soon as something comes into your mind (.) then you are going to be in a lot of trouble (1) so for me (1) i try to clear my mind as quickly as possible (.) i just take some deep breaths 15
- PM:** what does it take to be a CHAMPION ↗ (.) not just ANY old champion (.) to be a great champion ↗ 20
- UB:** well (1) its just hard work (.) for me (.) it was just hard work and dedication and you (.) you just need a team (.) because (.) for me (.) err (.) i remember (.) THIS year (.) i was going on good and i thought i was (.) yeah i was doing well (.) doing well (1) and then (.) all of a sudden i got to the trials (.) i lost (.) and then i was like whooo (1) and then i (.) i refocused (.) and i really (.) talked to my coach (.) talked to my friends (.) talked to my agent (.) everybody (.) they came together and they explained to me (.) theres no need to worry (.) ESPECIALLY my coach (.) we have three or four weeks to go or one month (.) lets just put the work in (.) sacrifice a few things and we'll get it done (.) so (.) i did just that 25
- PM:** what is it that motivates you most now ↗ (1) is it the winning ↗ (.) is it being the champ ↗ (.) is it money ↗ (.) is it fame ↗ (.) is it the women ↗ (.) is it ALL of it do you think ↗ 30

UB:	[<i>laughs</i>] its EVERYTHING (.) its (.) its ALL those factors (.) its ALL those factors (.) everything comes together (.) i (.) i think (1) but to me err (.) the FANS are one of the biggest things for me (.) i really enjoy just going out and performing for the fans (.) the energy that they give me (.) i think THIS year (.) the olympics (.) i went out there and when i got there in the heat (.) there was <u>so</u> much people in the stands that early in the morning that i was <u>so</u> surprised (.) i was like (.) WHY (1) every championship ive been to (.) its been like three hundred people (.) EVERYBODY has come out (.) a few people might come out and watch because they are really into track and field (1) but at london (.) early in the morning (.) EVERYBODY was out (.) like it was <u>full</u> from the morning sessions (1) so for me the energy that i got in london was wonderful	35 40 45
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TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

2 English as a global language

The passage below is an extract from an article written in 2012 and published in an international business magazine.

Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language. You should refer to specific details from the passage as well as to ideas and examples from your wider study.

English – the Language of Global Business?

With China's growing economic might, is Mandarin becoming the preferred language of business? Not anytime soon, says a newly released study. Instead, English will maintain and grow its dominance, moving from "a marker of the elite" in years past to "a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship". (Indeed, the British Council reports that by 2020, two billion people will be studying English.) The new study of 1.6 million online test-takers in more than 50 countries was conducted by EF Education First, a company that – it should be noted – specialises in English language training. 5
10

The study is somewhat comforting for English speakers like me, who have struggled to master a foreign language. Indeed, statistics show that only 10% of native-born Americans can speak a second language, compared to 56% of European Union citizens. (In the "credit for trying department", I spent an hour composing two emails in French yesterday, an effort my Parisian colleague declared "adorable".) 15

The ability to speak a second (or third) language is clearly important for becoming a global leader. But, for better or worse – it seems that English may be the most essential language for global business success at the moment. Indeed, even in powerhouse China, more people are currently studying English than in any other country. An incredible 100,000 native English speakers are currently teaching there. 20

Here are the two most intriguing takeaways from EF's study, which have potential implications for future global development.

- **Women speak better English than men – in almost every country worldwide.** Increasing numbers of women are attending college, and they're often over-represented in humanities classes compared to men. The net result? Women are speaking better English, and may find themselves well positioned to succeed in the global economy. 25
- **International sectors use English, and local sectors don't.** If someone works in travel and tourism, for an international consulting firm, or in telecom, there's a good chance they speak English. For instance, the Finnish telecom concern Nokia and the German business software company SAP both use English as their official language. In retail, not so much (which is why it's so devilishly hard to communicate with shop clerks while travelling). 30

The dominance of English is no excuse for monolingual native speakers to slack off. But at least we'll know, as we struggle to write our "adorable" emails in a foreign tongue, that our global colleagues will be making the same effort in reverse – and hopefully, in the end, we'll all understand each other a bit better. 35

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Rebecca (age 1 year, 10 months) and her father. They are playing a shopping game.

Discuss ways in which Rebecca and her father are using language here. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

Rebecca:	hello	
Father:	hello (.) i would like to buy some things in your shop please	
Rebecca:	right (.) peas (.) peas (.) peas	
Father:	peas (1) well i didnt really come to buy <u>peas</u> (.) but (.) yes (.) i'll have some peas (1) are they nice ↗	5
Rebecca:	[walks across the room]	
Father:	where are you going ↗	
Rebecca:	shop	
Father:	pretend the shops here	
Rebecca:	yes (1) come (.) come (.) come [beckons her father to move across the room]	10
Father:	come where ↗	
Rebecca:	THERE	
Father:	[moves across room] where are the peas ↗	
Rebecca:	dont <u>know</u> [shaking head] (2) there	15
Father:	oh (.) <u>theres</u> your shop (1) <u>thats</u> a good place (1) right (.) could i have some rice please ↗	
Rebecca:	rice [moves back across room to a table]	
Father:	where are you going ↗	
Rebecca:	there (.) shop (.) pretend shop [climbs over the table]	20
Father:	<u>youre</u> a funny old shopkeeper (.) diving over the counter (1) what about the rice ↗ (.) wheres my rice gone ↗	
Rebecca:	in box (.) think	
Father:	in the <u>box</u>	
Rebecca:	yes	25

- Father:** could you get me some (1) and could i have something to drink ↗
- Rebecca:** alright
- Father:** id like some orange juice please
- Rebecca:** alright
- Father:** im very thirsty 30
- Rebecca:** yes (2) no [*shaking head*]
- Father:** is there any orange juice ↗
- Rebecca:** no
- Father:** what could i have to drink ↗ (1) is there any tea ↗
- Rebecca:** water 35
- Father:** water (.) please could i have some water
- Rebecca:** yes
- Father:** this IS a funny old shop
- Rebecca:** peas (.) um (.) um (.) um (.) um
- Father:** what are you doing ↗ 40
- Rebecca:** find (1) find (1) peas (1) find peas

TRANSCRIPTION KEY

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